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LOCAL
HISTORY

ANNUAL REPORT

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LAWRENCE PUBLIC SCHOOLS

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Annual Report

Lawrence School Committee

LAWRENCE PUBLIC SCHOOLS



Lawrence, Massachusetts

1974

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Name	Term Expires
HON. JOHN J. BUCKLEY, MAYOR	
CHAIRMAN, EX-OFFICIO	December 31, 1975
ATTY. EDWARD J. CALLAHAN	December 31, 1975
MRS. MARGARET O'CONNOR	December 31, 1975
MRS. CAROLE A. SCHULTZ	December 31, 1975
MR. STEPHEN N. ZANNI	December 31, 1975

School Administration

Maurice F. Smith	Superintendent
Ernest E. Zaik	Assistant Superintendent
Joseph T. Harty	Administrative Assistant

Directors, Coordinators, Supervisors

Mary M. McDonough	Director of Elementary Education
Suzanne M. Piscitello	Coordinator of Title I Program
Francesco M. Benenati	Coordinator of Title VII Program
Francis S. O'Connell	Coordinator, Non-Instructional Services
John Dulmage	Coordinator, Instructional Media & Public Relations
Joseph Pulvino	Coordinator, Music
Dorothy M. Donahue	Coordinator, Home Economics
Robert J. Doiron	Coordinator, Industrial Arts
Fred Samia	Coordinator, Adult Action Center
James A. Stewart, Ph. D.	Director, Pupil Services Department
Katharine K. Rodger	Advisory Specialist, Title IV
Daniel J. Leonard	Director, Adult Civic Education Classes
Frederic C. McCabe	Principal, Evening High Schools
Walter R. Witkos	Supervisor, Custodians in Public Schools

SUPERINTENDENT'S REPORT

Before the beginning of the School Year 1974 - 1975, I planned the following goals for the school system to work towards. Although such goals will never be completely attained to anyone's satisfaction, they do provide direction for the staff of the school system and should be helpful to the members of the School Committee and the people of Lawrence in appraising what professional goals have been established for the school system and how such goals are being attained.

Goal One: The Improvement of Curriculum

During the 1974 - 1975 School Year, many attempts were made to improve existing programs and to introduce new programs at every grade level as deemed necessary.

An example of the introduction of badly needed programs at the secondary level was the successful effort to obtain as much federal and state monies as possible to conduct such areas of Occupational Education, as Distributive Education, Graphic Arts, Machine Transcription and Work Study Education. As a matter of fact, one of the main thrusts of curriculum development at the secondary level is to bring about more interesting offerings, closer to the lives of students involved, such as in career or occupation areas, especially for those students not planning to go on to college.

Another development during the 1974 - 1975 School Year that has had and will have an influence on curriculum are the procedures that have been developed under the regulations of Chapter 766. The use of a Core Evaluation Team, to analyze and determine the needs of a student, resulting in the establishment of an educational plan with objectives and a prescribed program, may eventually effect procedures in educating all children, especially as staff members become more skilled and the process more refined in implementation.

While it is impossible to mention all of the programs improved or introduced during this year, special mention must be made of the following:

The beginnings of the development of Physical Education and Health Curricula; the constant improvement of procedures and methods of personnel involved in Transitional Bilingual Education; and finally, it must be stated that while the monies received under Title I programs are aimed at helping the disadvantaged child - the personnel, equipment and activities, such as the Artist-in-School or the sending of students to the Boston Symphony, have had a beneficial effect on **all** students throughout the school system.

In addition to such efforts in improvement of curriculum, there has been a noticeable attempt to provide more variety in the learning experience to which students are exposed in the Lawrence Public Schools.

The introduction of Individually Guided Education procedures to four (4) more elementary schools (Arlington, Leahy, Park and Rollins in addition to the Storrow) has meant that more variety, including a team approach to learning and teaching, is being utilized in those particular buildings. The Coordinator of Instructional Media has conducted workshops for teachers at all grade levels aimed at creating multi-media instructional resources and in developing the most effective use of audio-visual equipment, all of which has had a positive influence in the use of a variety of learning activities. In addition, instructions were given by teachers in the system as to the development of learning centers in each classroom - a development which will do much to encourage learners to learn from a variety of sources.

Finally, however, Alternative Education, itself, may eventually provide the means for stimulating learning in a more novel approach than ever before attempted in Lawrence. Although monies will have to be found to finance such a project, the Assistant Superintendent of Schools and a special committee of Junior High and Senior High School teachers have prepared an alternative education program that may yet produce the most unique approaches to learning ever used in the Lawrence Public Schools.

It is gratifying to note that at the conference at Wentworth by the Sea, where the participants were primarily concerned with the means of reducing cultural isolation and providing equal education to all

students, the development of curriculum was considered a vital factor for achieving these goals, and the following procedures were decided upon which should have a positive effect on curriculum development in the Lawrence Public Schools in the future.

A system-wide core consisting of teachers, administrators and students should be formed to accomplish the following:

- a. Identify learning assumptions upon which the curriculum should be based.

Philosophy of Education
Research
Learning Theories

- b. Examine existing curricula in regard to compatibility with basic learning assumptions.
- c. Develop outline for comprehensive curriculum.

Retain existing curriculum where compatible.
Identify area needing modification.
Develop missing curricula.

- d. Develop pilot programs to test certain areas of the curriculum.

Goal Two: To Constantly Develop Efficiency in Operation.

In order to bring about more accountability, and therefore more efficiency in operation, it is essential that instruments or procedures of evaluation be developed for all personnel. Such evaluation should be aimed at appraising performance primarily for the purpose of improving such performance.

Administrators were involved in workshops whereby a 'management by objectives' process was developed and utilized for operating the schools. As a result of this activity, all principals submit to the Assistant Superintendent of Schools before the beginning of each school year, the objectives they hope to attain for their school during that year. As this process evolves, it is expected that such objectives will be established jointly by the individual principal and the appropriate members of the Central Office staff. The evaluation of each individual principal will be concerned with the attainment of his or her objectives.

Finally, a 'Performance-Based Teacher Appraisal Program' was developed that incorporated for teachers the best of 'Management by Objectives' and the IOTA system where applicable. It is hoped that this Appraisal Program will do much toward improving instruction and making evaluation less dependent upon personalities and more objective in approach.

It should also be noted that the process of evaluation of schools for accreditation by the Association of Schools and Colleges was an excellent experience for the staff members of the school concerned, whereby mutual self and outside appraisal were combined to bring about a set of objectives for improving the program and the operation of the school. The faculty of Lawrence High School participated in such a program in 1974 - 1975 and the Oliver and Kane Junior High Schools will undertake such a program in the next school year.

In addition to evaluation as a process for bringing about more efficiency in the operation of the Lawrence Public Schools, other procedures have been developed to serve the same end.

The Massachusetts Association of School Business Officials was engaged to develop an improved budgetary system for the accounts payable portion of the school system. When this procedure has been adapted to the computer at the Lawrence Regional Vocational Technical High School, it should be possible, on a monthly basis, to not only be aware of expenditures made from the budget but also to know of any encumbrances on any accounts related to expenses.

Although some difficult times were encountered in attempting to bring about changes in the issuing of transportation contracts for children with Special Needs, the end result has been the development of specifications for such transportation which describe

in more detail the work to be performed - and is resulting in much more efficient operation.

A perhaps not so apparent organizational arrangement to produce more efficient operation has been the attempt by the administration to bring about more decentralization in the school system. Whether it be in relation to the custodial services, the educational program or any phase of the operation of each school, the principal has been put in charge and is responsible for all phases of school operation. He and his staff attempt to determine the annual budgetary needs of the school, receive a final appropriation for supplies, materials and equipment, and set the priorities themselves for the most efficient ways of expending the available monies. The principal of the school is then responsible for seeing that the school operates within the monies available.

In every school system, there is much equipment related to the audio-visual field that is not always properly taken into account. During this school year, the Coordinator of Instructional Media not only established an inventory system for such equipment which may be easily adapted to a computer but he has also developed a more effective system of repair to equipment, so that such equipment is receiving more frequent usage than ever before.

Finally, in the past three years, a careful system of selection of personnel has been established which, whether it meant the appointment of a teacher or

administrator, involved more than one person in selection, was based upon written evidence such as references but also included evaluation of actual performance, wherever possible. Above all, it was concerned with the estimated competence of the person before the final selection. There is no question that this type of procedure has tended to result in the selection of the most competent people possible for teaching and administrative positions, and this in turn, has brought about more efficient operation in the school system. It should be of interest to know, also, that during the two-year period from the School Year 1973 - 1974 to 1975 - 1976, a steady reduction in staff has taken place, both in the administrative field as well as the teaching. Although a drop in enrollment, especially at the Senior High School level has brought this about, it should be noted that this has occurred even while additional staff members have been added to meet the requirements of Chapter 766 for the education of children with special needs and to meet newer needs in administration not previously considered.

A summary of the personnel during the school years just mentioned, follows:

	1973-1974	1975-1976
Administrators		
Directors	2	3
Coordinators	9	4
Principals	<u>25</u>	<u>25</u>
Total Administrators	36	32
Teachers		
Elementary - Regular Classroom	213	211
Special Subject	21	19
Bilingual	13	13
Special Education	<u>31</u>	<u>35</u>
Total	278	278
Junior High		
Regular Classroom Teachers	76	76
Bilingual	6	6
Special Education	<u>4</u>	<u>7</u>
Total	86	89
Senior High		
Regular Classroom Teachers	116	93
Bilingual	8	7
Special Education	<u>4</u>	<u>5</u>
Total	128	105
Total Teachers for School System	492	472

Goal Three: The Improvement of Self-Image and Self-Esteem Of All Children.

The image a student has of himself is largely determined by the kind of image he feels he has in the eyes of others close to him. While this understanding is necessary in all school systems, it is especially so in a school system that contains large minority populations. This need for positive attitude was recognized in the workshop that took place under the guidelines and financial assistance provided by Title IV. The following affective goals were established which the school system will attempt to achieve in order to improve the self-image and self-esteem of all children.

1. To develop an awareness and understanding of multi-culturalism by all units of our society.
2. To develop positive attitudes among the staff of the Lawrence Public Schools toward multi-culturalism.
3. To develop positive attitudinal change toward children by all school personnel.
4. To develop improved administrative-teacher relationships through awareness, knowledge and understanding on the part of both administrators and teachers.
5. To develop sensitivity and understanding by all school personnel along with the community in

general. Such sensitivity and understanding is especially needed in Lawrence because changes are taking place geographically, socially and ethically, on a city wide basis.

The progress that has been made in the School Year 1974-1975 towards the attainment of the goals of improved curriculum, increased efficiency and operation, and the recognition of the importance of the self-image/self-esteem for all children attending the Lawrence Public Schools has taken place, largely because of the efforts and cooperation of the teaching and administrative staff in the Lawrence Public Schools.

Indeed, it will be difficult in the future to equal the scope of activities, the honest analysis of needs of the school system, and the efforts that have been made towards meeting these needs in this one school year.

During this process, an appreciation of the importance of the teacher in the scheme of things has taken place. While every organization, such as a school system, must have a line of command - a hierarchy, with the Superintendent of Schools and his officers, (the various principals and directors) responsible for carrying out the policies and objectives of the School Committee, in the Lawrence Public Schools, another form of thinking is taking place. With this thinking, in actual practice, in every day living, the teacher is at the top of the organizational

plan. Everyone else - the principals, directors, and the Superintendent of Schools are regarded as existing primarily for the purpose of helping the teacher do a better job. As a result, priorities are being established that I feel will be most helpful to the children in the Lawrence schools now and in the future.

None of this progress would have been possible without courageous decisions being made by the members of the Lawrence School Committee and policies being established that have always reflected concern for children.

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THE PROCESS OF EDUCATION

The Elementary Schools

The fifteen elementary schools are showing steady growth in the utilization of a variety of materials to meet the needs and learning styles of students. Advances have been made in the following areas:

Reading

Reading was the focus of study for the entire staff during 1974-1975. The use of our own Continuous Progress Reading Report for every student will give us a complete picture of each child as he progresses through grade 6. This sheet will then aid the Junior High reading teachers in developing programs for all students.

Multi-based systems have proven to be much more effective than any one text adoption.

The reading teachers serving in a resource capacity have been able to make sure that all students are receiving the necessary type of instruction. These teachers have assisted principals and classroom teachers in forming small groups and choosing materials.

Metric

In this area, we have held a series of workshops to acquaint teachers with the metric system. A building representative conducted the workshop in each building utilizing materials developed by the city-wide group.

Some classrooms used materials on a pilot basis and have evaluated them and made recommendations.

Affective Area

The use of programs to better understand one's own feelings and those of others is being used in the primary grades. The development of a positive self-image through role playing, puppetry, and discussion has been effective.



Creative Writing

Creative Writing is being emphasized in many schools, and it is interesting to note the interest of first graders and sixth graders in improving writing skills.

Handwriting has shown a definite improvement. All classes submitted specimen sets four times this year. Each set was evaluated on form, size slant, spacing, alignment, and line quality.

The enthusiasm of students in improving was excellent.

Individually Guided Education

The IGE is now in operation in five schools. The teachers and principals have worked diligently to achieve success in a variety of areas.

A visit to these schools will reveal the ingenuity of teachers in utilizing space to develop learning stations and areas for small group instruction.

We are in the process of developing library skills, since this is in an area defined as needing improvement.

Top sixth grade students did receive extra instruction one day a week.



Volunteer Program

Volunteers in several schools provided a variety of help. Some staffed the libraries and conducted story hours. Others helped on field trips, mimeographed papers, and assisted in any way needed.

Student Teachers

Student teaching program is showing steady growth, and the image of our schools is constantly improving. One of the best indications of this is the fact that Salem State College has asked for placement of eight students for the first semester. Supervising teachers from the colleges have been impressed with the programs being conducted, and the caliber of the cooperating teachers.

Released Time

The entire elementary staff is to be commended for their participation in our Learning Fair. The quality and variety of creative ideas shared was tremendous.

The workshops conducted by members of our own staff provided stimulating discussions and further expansions of innovative programs.

The use of released time for staff development programs is a definite asset in bringing about change.

The past year has been one of growth for our entire staff.

The IOTA program has made teachers constantly aware of the principles of good teaching and by so doing kept the staff more alert and eager to improve.

The professionalism and dedication of most of our staff is unequalled in this area.

Research concerning the strengths and weaknesses of our kindergarten program, comparisons of reading programs, and improvements being made in the area of mathematics, computation are ongoing.



Secondary Curriculum [Grades 7 - 12]

With the sincere dedication of the secondary administration and instructional staff, excellent progress was made in the continuous process to review, plan, and develop new and improved curricula experiences for the students at the junior and senior high levels.

Junior High Curriculum

Beside the established computer program at the Oliver Junior High, in 1974-1975, computer instruction was developed and instituted to also include the Kane Junior High. Math students, in both schools, were given instruction in how to use for learning purposes, the calculator and computer.

A coed intramural sports program was developed and implemented at the two junior high schools. The program was conducted after school hours and was very successful.

Greater emphasis was given to a laboratory oriented approach to the teaching of Science.

A comprehensive physical education testing program (AAHPER) for all students was initiated. The testing program keeps accurate records of each student's progress during his or her junior high experiences. Moreover, adaptive physical education classes were developed to help poorly coordinated and handicapped students.

An eight week intensive developmental reading program was instituted in grades 7 and 8 primarily by the English teachers. The purpose of this program, which began in September, was to raise the level of reading skills of all students. In the future the aim will be to continue developmental reading as an all year program.

At the Kane and Oliver, Career Education became part of the curriculum on a two to three day a week basis. For the purpose of offering more enrichment experiences for certain students, a new Arts and Crafts program was developed at the Kane.

Students and the physical education staff have greatly enjoyed and profited from the opportunity to use the Essex County Training School gym facilities. The use of these modern facilities has greatly helped to round out the Oliver Junior High School curriculum program.

In both schools committees were established for the purpose of reviewing and revising different curriculum areas or disciplines.

A basement room was remodeled into the Oliver's new library-media center. New shelving, furnishings, and media or print and non-print were procured. An outstanding effort by the school librarian and administrative staff was made to create the library into a very exciting place where students can now carry on individual and group research projects.

More formal instruction in the Metric system was introduced. Math staff met with both elementary and high school teachers for coordination of subject matter.

All subject areas are now totally integrated-boys and girls have same subjects available to them (in compliance with Chapter 622).

A volunteer aid program - a unique student volunteer aid program was instituted for students at the Oliver. The program provides an "alternative program" for part of the school day for some students.

The exploratory vocational program in conjunction with the Greater Lawrence Regional Vocational Technical High School was expanded.

As part of the over-all released time program at the two junior high schools, parent report card day and conferences were established. A highly successful program, parents were given the opportunity to come either in the afternoon or in the evening all in the same day.

High School Curriculum

The evaluation of the high school by the visiting committee from the New England Association of Schools and Colleges was completed in the fall of 1974. As part of the review much attention was given to the curriculum, the program offerings with commendations and recommendations. Appearing, most

importantly from the visiting committee's review was the serious lack of modern, up-to-date facilities.

Except for the last two periods in the school day, the high school schedule in the morning was rotated in order to give greater variety and different time sequences to students.

The school year 1974-1975 was the year of implementing the expanded syllabus developed from the previous year. The departments of social science, mathematics, English, home economics, industrial arts, business and foreign languages introduced new courses, modified and updated existing courses or phased out less productive courses.

Much progress was made this part year to further advance community awareness of positive student potential. The local newspaper and media carried many accounts of student involvement in community interest or community service projects. Some examples:

1. Student Forum on WCCM
2. Student Advisory Board contributions to the School Committee
3. Student Advisory Board attendance at School Committee meetings
4. Student Council leadership in the development of the Greater Lawrence Student Council Association
5. Exchange programs developed with Greater Lawrence high schools

6. Involvement of students from Lawrence High School in the Greater Lawrence Immersion Program
7. Absence of the high degree of negative copy dealing with Lawrence High School in the local media that had been present in the past.
8. The significant contributions made to the public image of Lawrence High School through the fielding of competent athletic teams.



The Media Program

The Media Program has made considerable advances during the two years of its existence. Based on the educational goals set by the Superintendent of Schools, the Media Program provides both a resource for learning and a resource for teaching. The development of a unified program: print media such as textbooks, reference books and non-print media such as films, filmstrips. Media program will offer students and teachers the opportunity to select from a wide variety of media resources best suited to meet specific needs.

Programs of media services are designed to assist learners to grow in their ability to find, generate, evaluate and apply information that helps them to function as individuals and to participate fully in society. Through the use of instructional media, a student acquires and strengthens skills in reading, observing, listening, and communicating ideas. The learner interacts with others, masters knowledges as well as skills, develops a spirit of inquiry, and achieves greater self-motivation, disciplines, and capacity for self-evaluation. With a quality media program a school can challenge its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.

The instructional media program exists to support and further the purposes formulated by the school or district of which it is an integral part, and its quality is judged by its effectiveness in achieving program purposes. A media program represents a combination of resources that include people, materials, machines, facilities, and environments, as well as purposes and processes. The combination of these program components and the emphasis given to each of them come from the needs of the specific educational program.

The more purposeful and effective the mix, and the more sensitively it responds the better the instructional media program.



Public Relations Program

During this its second year, the Public Relations program has kept staff and the public more informed concerning the schools, costs curriculum programs, expansion of plant and facilities; it has covered more special events and other items of staff and public interest. By meeting, listening and talking with the administrative, teaching and support staffs throughout the school system, the public relations program has begun to identify and involve the help of everyone, with a stake in education to assist in telling the story of Lawrence Public Schools.

During this second year, the Public Relations program has begun long-range planning procedures for annual review and recommendations of program purposes; the program has explored new and different avenues of communication and relationships to make the program more flexible and responsive to the schools' and the community's needs.

Pupil Services

The school year ending June 30, 1975, was one highlighted by major reorganizational and staffing changes necessitated by regulations for the implementation of Chapter 766. The regulations that were originally promulgated on May 28, 1974 mandated special education programs that were to start as of September 1, 1974. Most of this report will be devoted to outlining the changes introduced in the Lawrence Public Schools to comply with the law that obligated the L.E.A. to provide services for children aged 3 through 21 with identified special needs. The input of the law was profound and the changes necessitated to avoid findings of non-compliance were both extensive and costly.

The School Committee approved an additional \$129,000.00 for salaries to implement Chapter 766 and included the sum in the final 1975 budget. The total amount, therefore, appropriated for the Pupil Services Department in 1974-75 was \$884,543.00. Figure 1, prepared on October 4, 1975, permits the reader to see how the department personnel were allocated. Ten teachers and seven aides were added to the previous year's totals.

Three of the 10 professional appointments were named as permanent chairpersons to handle the innumerable responsibilities related to evaluating each referral and to writing educational plans for every student discovered within one of the nine prototypes of special needs.



The City of Lawrence was then divided into three areas with approximately 3,000 public school students enrolled in each area. Figure 2, prepared on October 4, 1974, shows how the 18 schools were designated and the assignments for psychologists and counselors in each instance determined.

Between September 1974 and June 1975, the Department serviced 986 students with special needs via the public school route and 77 others in non-public school settings. Twenty-four of the 986 students were in public schools in communities outside of Lawrence but mainly within the Greater Lawrence Collaborative For Special Needs that includes Andover, North Andover, Methuen and the Regional Vocational High School. Finally, the 77 were in twenty-three programs in state institutions, hospitals, and private schools for the blind, deaf, or emotionally disturbed populations. The students educated outside of Lawrence, therefore, represented fewer than one half of one percent of the 3 through 21 year old population. Unquestionably,

Lawrence was making a valiant effort to keep every child near his home.

To completely appreciate the extent of the Pupil Services Department, the reader needs to be reminded that all school services related to pupil accounting, attendance, vision and hearing, speech, nursing and counseling were either maintained or augmented during the year. Thirty-one professionals serviced the entire school population not merely those with special needs in these areas. Prior to the year under review, these departments had not been centralized in their operations.

Additionally, extensive programs for pre-school screening, the annual census, immunization, the transportation of special students and standardized testing were administered by the Director of Pupil Services. The Department impinged upon the daily experiences of every public school student. And increasingly, under the requirements of Chapter 766, had a critical role to play with students residing in Lawrence but attending non-public, private or regional vocational schools.

The major problems encountered by the Department were:

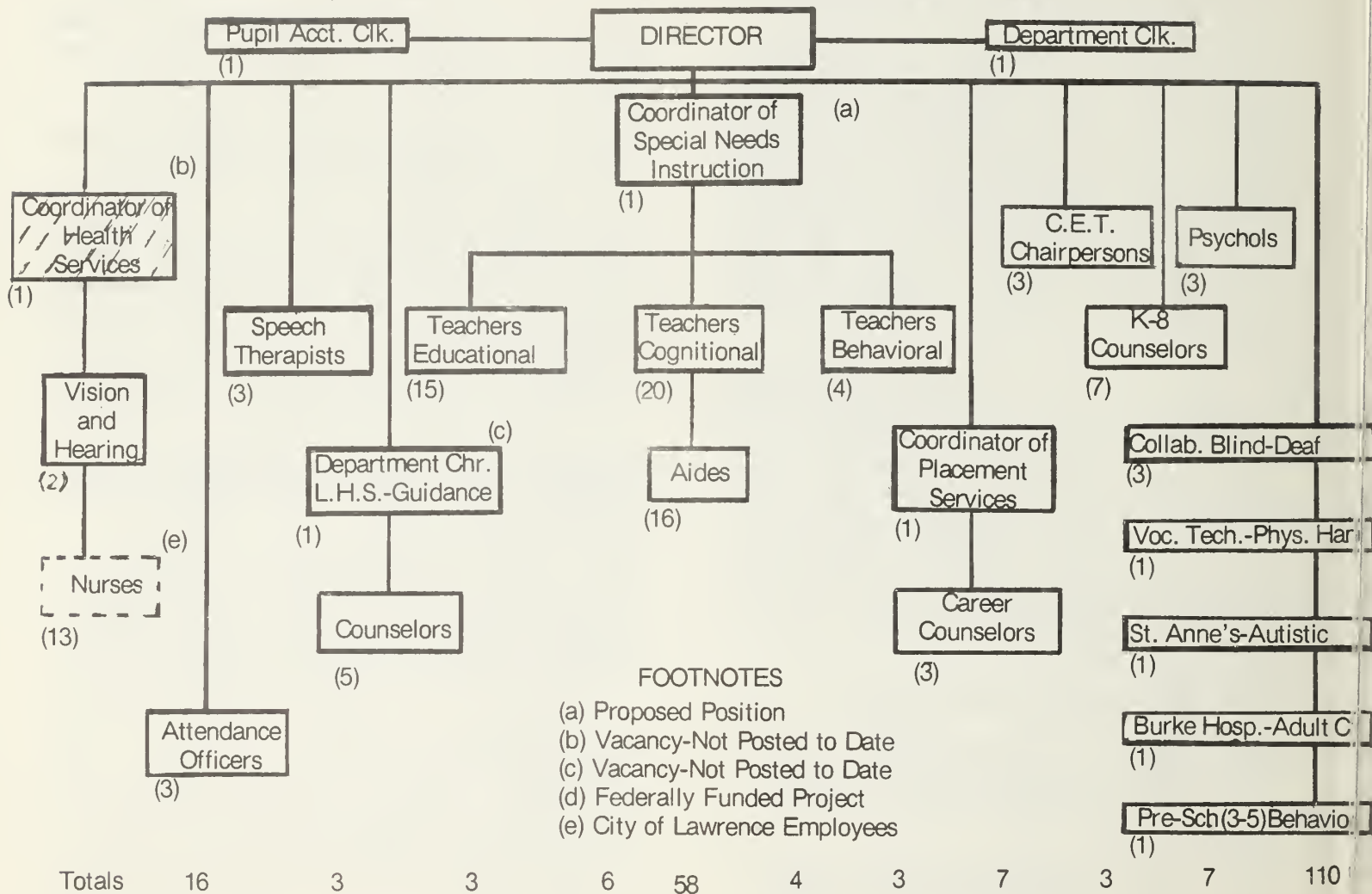
1. Recruiting certified and experienced professional staff to fill the vacancies and new positions.
2. Discovering adequate physical space to house the newly established classes.

3. Handling the flood of C.E.T. referrals that were received from parents, outside professional agencies and school personnel.
4. Maintaining the flow of paperwork generated without adequate secretarial assistance.

The year was one of change and challenge accompanied by stimulation and frustration in equal proportions! The staff warrants credit for a satisfactory performance under constant pressure. The continuous support of the Superintendent and the School Committee played a large measure in the success achieved. Realistic financial assistance from the Commonwealth will, however, be essential before the expectations aroused by Chapter 766 can reach fruition in Lawrence and all similar urban centers in Massachusetts.

The Department identified and serviced approximately 12 percent of the City's 3 through 21 year old population with special needs in 1974-75. National studies, cited by proponents of Chapter 766, suggest that 18 percent would be a more reasonable figure for a community with Lawrence's socio-economic and ethnic composition. If the Department were to identify the remaining 500 students, where would they be housed and who would pay the additional millions in costs: A true paradox exists. Successful compliance may create insurmountable logistical and fiscal problems in the months ahead.

FIGURE 1
LAWRENCE PUBLIC SCHOOLS PUPIL SERVICES DEPARTMENT



FOOTNOTES

- (a) Proposed Position
- (b) Vacancy-Not Posted to Date
- (c) Vacancy-Not Posted to Date
- (d) Federally Funded Project
- (e) City of Lawrence Employees

FIGURE 2

PUPIL SERVICES

Lawrence has 3 C.E.T. teams:

	Schools	Personnel	Area
TEAM I	Arlington	Ms. Blasdel	Spec. Educator
	Hennessey		(Chairperson)
	Leahy		
	L.H.S.-9	W. Maloney	Adjustment
	Oliver-7		Counselor
	Park Street	Ms. Scollard	Psychologist
	Tarbox		
TEAM II	Breen	Ms. O'Leary	Spec. Educator
	Frost		(Chairperson)
	L.H.S.-10		
	Kane Jr. H.	J. Burton	Adjustment
	Rollins		Counselor
	Salem St.	Dr. S. Porter	Psychologist
	Storrow		
TEAM III	Bruce	Ms. Johnson	Spec. Educator
	Oliver - 8		(Chairperson)
	Lawlor		
	Leonard	Ms. Axe	Counselor K-6
	L.H.S.-11-12		
	Saunders	Vacancy	Psychologist
	Wetherbee		

All personnel are appropriately certified by the Department of Education. Each has at least the master's level of preparation with an average of ten years experience.

In addition to the persons named above, other employed specialists in speech, hearing, vision and nursing are utilized regularly by the C.E.T.s. Medical consultants are also used under the supervision of the City's physician.

Arrangements are made with parental approval to have specialists outside the school department assist in evaluations when needed.

ADULT CONTINUING EDUCATION

Adult Basic Education Program

Implementation of the Adult Action Center has brought a new dimension to the Local Adult Basic Education Program. Student hours and enrollment have reached new highs.

Many people are attaining their goals of grammar school diplomas, high school equivalency, English-as-a-Second Language, and basic skills efficiency; linkages have been established with the Welfare Office, the Division of Employment Security, the courts, Veterans' Affairs office, NAB/JOBS, WIN, Work Experience and CETA programs, the Community Action Council, the School systems of the community, institutions of higher learning in the area, the Chamber of Commerce, and business and industry.

In addition to the study curriculum, a program of counseling and job orientation is also carried out at the Center.

The Center operates usually on a 12-hour, Monday through Thursday, running from 9 a.m. to 9 p.m.; Fridays, the Center is open from 9 a.m. to 5 p.m. During the months of July and August, the summer schedule sees a 9 a.m. to 5 p.m. day.

All kinds of learning situations exist at the Center, most of which are individualized. Many lessons are programmed; yet there are small groups that are handled by teachers and teacher aides. Team teaching is another phase of the Center's curriculum.

The Center is aided by an Advisory Council that is made up of concerned people from the educational, business, agency, and consumer worlds.



ATTENDANCE (Recapitulation FY 1974-1975)

Age Group	American Indian		Negro/ Black		Oriental		Spanish		all Others		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
16-24	0	0	3	1	1	4	39	62	58	92	101	159
25-34	0	0	0	3	4	3	42	41	49	38	95	85
35-44	0	0	1	0	3	0	22	22	20	20	40	48
45-54	0	0	0	0	0	0	14	7	14	10	28	17
55-64	0	0	0	0	0	0	2	5	6	3	8	8
65-74	0	0	0	0	0	0	0	1	2	0	2	1
Totals	<u>0</u>	<u>0</u>	<u>4</u>	<u>4</u>	<u>8</u>	<u>7</u>	<u>119</u>	<u>138</u>	<u>149</u>	<u>163</u>	<u>274</u>	<u>318</u>

Recapitulation:

Totals.....F 274
M 318
592

Inactive 291
Average Active 301

Lawrence High School Evening Division

Lawrence High School Evening Division graduated 24 students in April of 1975. A teaching staff of 13 was employed while 19 courses were offered to an original registration of 265 students. 150 students were in a program leading to the awarding of a High School Diploma. Two diplomas are offered during the Evening High School Program, a regular full Day Lawrence High School Diploma and an Evening High School Diploma. Of the 24 graduates, 14 earned Day School Diplomas while 10 earned Evening High Diplomas. The Evening High School Program is offered at Lawrence High School on Monday and Wednesday Evenings from 6:30 P.M. to 9:30 P.M. It is open to all students who need extra credit to graduate with the Regular Day High School Class. It is also made available to any Greater Lawrence adult who has not completed his education toward a high school diploma. Tuition is free to Lawrence residents with a \$100.00 fee for non-residents. Classes run for a period of 24 weeks-12 prior to January and 12 after the first of the year.

ITEM	BRIEF EXPLANATION
Students	265 Registrants 150 in programs leading to a Diploma 10 Graduated Evening High 14 Graduated with Day Diplomas
Days	Monday and Wednesday Eves. from 6:30 P.M.-9:30 P.M. 24 Week Program
Credits	Max. of 1½Credits can be earned in 19 different course offerings
Registration	September for new students. Students enrolled in Day Programs can register up to Jan.
Degrees	(2)-Day High School Diploma Evening High Diploma
Staff	13 Instructors-19 Course Offerings G.E.D. Courses & Eve. Grammar Sch. Pro.
Fee	Lawrence Residents Free Non Residents \$100.00

Adult Civic Education

The Civic and Naturalization Program is designed to assist foreign born individuals into our society. The Civic Department employs a staff of seven (7) instructors. Courses are offered in English using the direct approach. There are three levels of English offered, Beginners, Intermediate and Advanced with preparation for citizenship being taught during the advanced stage. One-hundred and ten students attended classes during 1974. The program is run for a period of twenty-four weeks beginning in September and concluding in March.

Classes are held at Lawrence High School on Monday and Wednesday evenings from 6:30 P.M. to 9:30 P.M. Admission to the program is on going through the year.

ITEM	BRIEF EXPLANATION
Course Offering	Course leading to knowledge of the English Language with preparation for Citizenship.
Staff	Seven (7) Instructors
Students	110 Registrants
Location	L.H.S. Monday & Wednesday Evenings from 6:30 P.M. - 9:30 P.M. 24 weeks
Registration	Continuously open throughout the year. Initial class begins in September.

FEDERAL PROGRAMS

Arlington
Hennessey Annex
Holy Rosary (CIP)
Holy Trinity
Lawlor
Lawrence High
Leahy

Leonard
St. Anne's
St. Augustine's
St. Francis'
St. Laurence's (CIP)
Tarbox School

Title I

Title 1, Project Red 11, is being conducted in the Lawrence Public Schools during the academic year 1974-1975 for the primary purpose of helping economically and educationally disadvantaged youth of the city to meet the educational needs of our society. It has a staff of 130 persons servicing 2,500 children in four programs, completely funded by the federal government for \$650,000. The four programs are Remedial Reading, Language Development, English as a Second Language, and Early Childhood Education.

Each program has its own staff, objectives, materials, facilities, and methodology. Individual programs' staff size varies from two to eighteen. The combined programs serve public and/or private school students from kindergarten through grade six and from grade nine through grade twelve.

Project implementation occurs at the following fifteen schools:

Students attend classes on a 'pull-out' basis, i.e., they leave their regular classrooms at an assigned time to be instructed by the Title 1 teacher. This procedure allows the student / teacher ratio to be low enough to provide concentrated individual attention for each student. When they return to their classes, a Title 1 aide is there to reinforce the lesson.

Remedial Reading

The Remedial Reading Program is designed to offer reading instruction to students identified through their standardized test results as being in need of remedial assistance. The program is implemented in the following schools: Arlington, Hennessey, Holy Rosary (CIP), Lawlor, Leahy, Park Street, St. Anne's, Tarbox School, St. Augustine's, St. Francis', Holy Trinity, St. Laurence's (CIP).

In these eleven schools, teachers instructed four hundred students on a daily basis. Although class size varies, the average student / teacher ratio is less than 6:1.

Language Development

The Language Development Program is implemented to give students enrolled in the transitional bilingual program additional instruction in English language skills. Classes are held at the Hennessey, Arlington, Leahy, Tarbox, and Park Street schools. The instructors are assisted by teacher aides. This assistance enables teachers to give each student more individual help and attention.

A total of 240 students are instructed by the language development teachers. The amount of time allotted varies according to student needs. In no instance does a student receive less than forty-five minutes of daily instruction. Student selection is based primarily on test scores.

English as a Second Language

The English as a Second Language (ESL) Program offers instruction to non-English speaking students who either are not enrolled in bilingual programs or who need additional instruction in English. Program implementation occurs at the St. Laurence, Holy Rosary, Hennessey, and Lawrence High schools.

Students whose first language is not English and who are experiencing difficulty in English are eligible for referral to the program. Those referred receive at least forty-five minutes of instruction daily. The average student/instructor ratio is less than 8:1.

Early Childhood Education

The Early Childhood Education Program is designed for kindergarten and first grade students who need special educational assistance in order to overcome serious deficiencies in basic language arts and reading-readiness skills.

The program is implemented by six teachers in kindergartens of the Hennessey, Leonard, Lawlor, Leahy, and Arlington schools.

Home School Aides

In most target schools, there are Home School Aides enrolled in the Title 1 programs, assigned to help the Title 1 bilingual student. They make home visits, ascertain why students were absent or truant, inform parents of school policies, help to administer and interpret IQ tests in Spanish, arrange and interpret at parent/teacher conferences, write letters requesting academic and/or medical information, and interpret for juveniles in court.

Title VII

What is Bilingual Education?

Children who speak Spanish better than they speak English are given their academic lessons (math, science and social studies) in Spanish while the English-speaking children are given their academic instruction in English. In addition, the children are given their beginning reading lessons in their

dominant language. This means that children who are Spanish-dominant learn to read in Spanish before they learn to read in English. After they develop reading skills in their native language, they more easily acquire English reading skills.

The Spanish-background children who are learning reading and academics in Spanish are also provided with English as a second language lessons. At the same time, the children who are not Spanish are given Spanish language lessons. Hopefully, after several years in a Bilingual Education Program, both groups of students will know each other's language and will have used their own language to learn more than they would have learned had they been required to use a strange tongue.

The Lawrence Bilingual Education Program

Project CAPABLE, in its fourth year of operation, has primary goals aimed at increasing the students' second language skills to a point which will allow both English and Spanish to be utilized in the bilingual classrooms on an equal basis. There are approximately 260 students with 13 teachers, 13 aides and 2 community liaison coordinators participating in the federally supported program which is located at Oliver Junior High School and Lawrence Senior High School. Students in grades 9 through 12 who are following a bilingual schedule are instructed with Spanish in the basic academic courses (English, Spanish, Mathematics, Social Studies, Science and

Business subjects). However, participating students are encouraged to also attend courses in the regular school program and to participate in classes and extra activities with students who are not involved in the Title VII Program and are English-dominant.

This approach allows the students to learn the academic subjects in Spanish while they are increasing their English skills. It allows them to use their English skills in a secondary school environment as they are ready without having to be dependent upon the English language for learning. If a student wishes to take Science in Spanish and Math in English, special schedules are easily arranged.

What has Bilingual Education Accomplished in Lawrence?

Each year the Lawrence School Department has used an outside team of professionals (Heuristics, Inc.) to evaluate the Title VII Bilingual Program in the Lawrence Schools.

The Lawrence Title VII Program has achieved a measurable degree of success at the Junior and Senior levels. Spanish dominant and Anglo students showed increased reading comprehension skills in their respective second languages, an important step toward achieving the goal of utilization of both Spanish and English in the classrooms. In addition, the evaluators reported that four of the six grade levels were successful in showing growth on the Common Concepts Foreign Language Test. Students were

also given The English Oral Production Test. All of the groups at the junior high school level showed significant gains in these skills. Students, as a group, also showed significant growth in Math computation skills.

Larger numbers of Spanish-dominant students are now graduating from Lawrence High School. More students are entering college and other schools of high education.

In addition to the Title VII Spanish bilingual program in the secondary schools, the Lawrence School Dept. also operates a transitional bilingual program (TBE) in the elementary schools-in three language groups-grades 1-6. There are 12 Spanish, 3 French and 2 Portuguese bilingual classes housed in 6 different schools throughout the city. This program was started in Jan. 1973.



PROFESSIONAL PERSONNEL

Staff Development

At the secondary level (7-12), as well as at the elementary level, professional growth experiences were encouraged for all classroom teachers and specialists. The sources for such professional improvement was multi-faceted: the school system's sponsored Released Time which occurred once or twice a month, In-Service courses which took place after school hours, courses offered on a variety of topics by the Merrimack Educational Center, and graduate level courses offered in the region and metropolitan Boston area. In addition, professional staff attended various conferences, workshops, and seminars.

Teacher Performance Appraisal Program

In the spring of 1974-1975 the Teacher Education Study Committee comprising of Lawrence Teachers' Union officers and teachers, building principals, and central office personnel completed and submitted to the School Committee the Teacher Performance Appraisal Program. The new program focuses on "process" and self-analysis procedure where by the teacher and building principal develop mutually agreed upon objectives for the school year.

The criteria by which the classroom teacher is evaluated is well defined, scaled in degrees and emphasizes positive behavior. The new appraisal system is built upon mutual understanding, respect, and trust.

IOTA [Instrument for the Observation of Teaching Activities]

Continuing from the previous year in the school year 1974-1975, 118 elementary teachers and administrators were trained by Lesley College Staff in the IOTA In-Service program. Two intensive workshops of 32 hours each were conducted, one in the fall and one in the spring. IOTA is an acronym for the "Instrument for the Observation of Teaching Activities."

The IOTA program is analytical, objective, and specific in assessing teaching activities. The workshops helped the teachers to assess one's self with the aid of peers. During the workshops teachers observed each other's teaching and then conferenced with one another for feedback.

The IOTA program complements the new Teacher Performance Appraisal Program. Its main objective has been the improvement of teaching competencies and improved learning.

BUILDINGS — CLASSROOMS — TEACHERS AND PROFESSIONALS

1. Classrooms and Teachers:

The work of the school is now carried on in eighteen buildings. 372 classrooms were in use. 93 in the High School and 279 in the Elementary and Junior High, at this present writing (December, 1974)

2. Type of Personnel

ADMINISTRATIVE

Superintendent
Assistant Superintendent
Business Manager
Director of Custodians
Director of Elementary Ed.
Director of Special Ed.
Director of Physical Ed.
Clerks & Secretaries

Director of Title I
Director of Title VII
Director of Adult Ed.
Co-ordinator Non Instructional
Services
Co-ordinator Instructional
Media & Public Relations
Co-ordinator of Home Economics

INSTRUCTIONAL

	Elementary Full Part	Jr. High Full Part	Senior High Full Part
Principals	15	2	1
Asst. or Vice Principals	1	3	4
Regular Teachers			
Male	27	34	47
Female	195	57	58
Pre-Kindergarden	1		
Kindergarden Female	23		
Specialized Teachers			
Remedial Reading	5	2	2
Speech	1	1	1
Hearing	2		
Perceptually HDCE	2		
Mentally HDCE	15	3	
1 Young Adult			
Emotionally HDCE	2	1	
Pre-School 1			
Guidance Counselors		3	7
School Social Worker			
(Title VII)		1	1
Core Evaluation Team	1	1	1
School Liaison Officers			
(Title VII)		1	1
Librarian	1	1	1
Instructional Aides	82	7	6
Lunch Aides	50		
Maintenance	61	1	
Food Service	9	8	

BUSINESS DIVISION

1974-1975
Budget

Salaries	\$7,735,646
Expenses	1,628,961
Out-of-State Travel	<u>4,000</u>
Grand Total	\$9,368,607

ACCOUNTS

SERIES	TITLE	
1000	General Control	\$ 174,681
2000	Instruction	7,192,366
3000	Other School Services	492,096
4000	Operation & Maintenance of Plant	895,402
5000	Fixed Charges	387,237
6000	Community Services	100,776
7000	Acquisition of Fixed Assets	56,500
9000	Programs With Other Systems or With Other Than Public Schools	19,000
	Adult Basic Education	46,549
	Out-of-State Travel	<u>4,000</u>
	GRAND TOTAL	\$9,368,607

OTHER SCHOOL SERVICES

3000 Series

		Pupil Transportation	1974-1975 Budget	1975-1976 Requested
3300	004	Contracted Services		
3301	004	To Schools Within City		
	114	Elementary Public Utility	5,400	5,760
	214	Junior High - Public Utility	45,360	32,400
		Chartered Bus - Oliver	15,000	15,000
	314	Senior High - Public Utility	64,800	65,880
3301	124	Handicapped Students	42,525	50,000
3301	004	Total to Schools Within City	173,085	169,040
3302	004	To Schools in Another Town or City		
	124	Elementary Handicapped	36,000	50,000 (est)
3309	004	Other than to and from Schools		
		1. Athletic Transportation		
	214	Junior High	500	4,000
	314	Senior High	2,000	10,000
		2. Field Trips		
	114	Elementary	1,000	1,500
	214	Junior High	500	500
	314	Senior High	500	500
3310	004	Municipal Garage	2,500	2,500
3309	004	Total other than to and from schools	43,000	69,000
3300		Total Transportation	216,085	238,040

EXPENDITURES MADE FROM SCHOOL

COMMITTEE APPROPRIATIONS

TABLE 1

Program Identification	Total	Instructional Services	Pupil Transportation Services	Community Services	Fixed Assets	Debt Services	Other School Programs
Regular Day Programs	6,786,214	6,557,741	106,728	111,044	10,701	----	----
Special Needs Programs	880,717	792,366	40,162	12,866	1,090	----	34,233
Regular Evening Programs	29,762	29,762	----	----	----	----	----
Regular Vacation Programs	----	----	----	----	----	----	----
Occupational Day Programs	----	----	----	----	----	----	----
Occupational Evening Programs	----	----	----	----	----	----	----
Other School Programs	13,785	13,785	----	----	----	----	----
Supportive Services	1,950,977	xxx	xxx	xxx	xxx	xxx	xxx
Total Expenditures by School Committee	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	9,661,4557	7,393,654	146,890	123,910	11,791	---	34,233

EXPENDITURES BY CITY OR TOWN FOR
SUPPORTIVE SERVICES PROVIDED
TO PUBLIC SCHOOLS
TABLE 2

Function	Description	Total
1000	Administrative Services	121,590
2500	Library Services	250,700
3200	Health Services	58,942
3300	Pupil Transportation Programs	----
4110	Custodial Services	1,880
4120	Heating of Buildings	203,454
4130	Utility Services	52,945
4210	Maintenance of Grounds	27,111
4220	Maintenance of Buildings	295,374
4230	Maintenance of Equipment	3,148
5100	Employee Tretirement Services	----
5200	Insurance Services	129,089

[continued]

Function	Description	Total
5300	Rental-Lease Land and Buildings	
5400	Debt Service-Current Loans (Interest)	60,308
5500	Other Fixed Charges	----
6000	Community Services	24,466
7100	Acquisition and Improvement of Sites	----
7200	Acquisition and Improvement of Buildings	----
7300	Acquisition and Improvement of Equipment	----
7400	Replacement of Equipment	----
8100	Debt Retirement (Principal)	165,000
8200	Debt Service (Interest)	44,460

	Total Expenditures	1,438,467

REVENUE FROM ALL SOURCES FOR SCHOOL SUPPORT

TABLE 3

Revenue from the Commonwealth

School Aid Fund (Chapter 70 as Amended)	\$3,872,553	State Aid to Occupational Programs (Chapter 74)	100,057
State Aid to Member Towns of Regional Schools (Chapter 71, Sec. 16D)	385,370	State Aid to Food Services (Chapter 538 and 500)	49,185
State Aid to Pupil Transportation (Chapter 71, Sec. 7A, 7B, 16C and 37D)		State Aid to School Construction	98,148
State Aid to Tuition and Transportation of State Wards (Chapter 765)	----	State Aid to Special Needs Programs (Chapter 71B Inserted Chapter 766, Acts of 1972)	385,306
Racial Imbalance Programs (Chapter 76, Sec. 12A and Chapter 643 and Chapter 636)	----	Miscellaneous State Aid to Education (Attach Schedule)	----
State Aid to Bilingual Programs	----	Total Revenue from the Commonwealth	<u>\$4,981,267</u>

ACTIVITIES ACCOUNTS

TABLE 4

Item	School Lunch	Athletics
Balance, July 1, 1974	209.88	
Revenues and Receipts		
a. Local Appropriation (3400, 3510, 3520) and Transfers	95,152.98	114,032.60
b. School Lunch		
(1) State-aided School Lunch Program	49,184.94	
(2) Federal-aided School Lunch and Milk Program	408,488.76	16,690.57
c. Sales	124,705.77	1,402.00
d. Other Receipts	484.92	
Total Balances and Receipts (Sum of Item 1 through 2d)	<hr/> 678,227.25	<hr/> 132,125.17
Expenditures		
a. Salaries	95,152.98	45,654.00
b. Supplies and Materials	46,529.56	58,421.07
c. Other Expenses	536,379.88	28,050.10
d. Acquisition and Replacement of Equipment		
e. Transfers to Other Funds		
Total Expenditures (Sum of Item 4a through 4e)	<hr/> 678,062.42	<hr/> 132,125.17
Balance June 30, 1975 (Item 3 minus Item 5)	164.83	---

Federal Programs

TABLE 5

PROGRAM		revenues Received July 1, 1974 June 30, 1975	Total Funds Available	Expenditures July 1, 1974 June 30, 1975
Title I	Aid to Educationally Disadvantaged	688,865	688,865	688,865
Title VII	Bilingual Education	109,300	109,300	109,300
P.L. 90-576	Occupational Education (92-318)	149,366	149,366	149,366
P.L. 91-230	Adult Education Title II and III	65,998	65,998	65,998
Title IV Other [Specify] Civil Rights Act 1964		30,000	30,000	30,000

PUPIL ENROLLMENT December, 1974

School Membership and attendance

During 1974 there were 10,530 different children enrolled. The average membership for the year was 8,910. The Average attendance was 8,190. This is a decrease of 450 pupils over last year in the total enrollment.

There are 9,094 pupils attending school now. The High School numbers 1,724.

The Evening High School has 266 pupils. There were 146 immigrants.

Attendance for the Year Ending December, 1974

	1973	1974	Increase or Decrease
Total Enrollment	10,980	10,530	Minus 450
Average Number Belonging	9,295	9,010	Minus 285
Average Attendance	8,074	8,190	Increase 116
Per Cent Attendance	.90	.91	Increase .01
Whole Numbers	9,284	9,094	Minus 190
In High School	1,799	1,724	Minus 75
In Elementary - Jr. High	7,485	7,370	Minus 115

Evening Enrollment in December, 1974

High School	349	266	Minus 83
Adult Immigrants	160	160	Same

Enrollment and Attendance

January to December Term of Ten Years

	Total Enrollment	Average Membership	Average Attendance	Per Cent of Attendance
1965	10,089	8,152	7,651	.93
1966	9,910	8,022	7,463	.92
1967	9,971	8,062	7,570	.93
1968	10,340	8,177	7,562	.92
1969	10,539	8,596	7,753	.91
1970	11,821	9,486	8,562	.91
1971	12,501	9,951	8,795	.90
1972	11,160	9,751	8,658	.91
1973	10,980	9,295	8,074	.90
1974	10,530	9,010	8,190	.91

The Size of Classes

The average number of pupils to a classroom teacher in the grades, reckoned on our customary basis, is at the present time 28.8. Last year at this time it was 28.1. In 8 of the buildings, the average is higher than 28.8 and in 9 it is lower.

Average number of Pupils Per Classroom Teacher in the Elementary and Jr. High Schools

	No. Belonging Dec. 1974	No. of Teachers	Average No. Pupils per Teacher
Arlington	297	9	32.4
Breen	599	20	30.0
Bruce	801	28	28.7
Frost	466	15	31.1
Hennessey	609	20	30.5
Kane Jr. High	505	16	31.6
Lawlor	188	8	23.5
Leahy	545	20	27.3
Leonard	385	15	27.7
Oliver Jr. High	881	32	27.5
Park St.	218	8	27.3
Rollins	385	12	32.1
Salem St.	284	10	28.4
Saunders	274	8	30.9
Storrow	278	11	25.3
Tarbox	439	16	27.5
Wetherbee	293	10	29.3
Totals	<u>7420</u>	<u>258</u>	<u>28.8</u>

Special School not counted.

Kindergarten pupils, who attend only one session, are counted as half-rate.

Average Number of Elementary and Jr. High Pupils

Per Classroom Teacher Over Term of Ten Years

December, 1964	27.7
December, 1965	27.9
December, 1966	28.1
December, 1967	28.7
December, 1968	29.3
December, 1969	27.3
December, 1970	28.7
December, 1971	27.6
December, 1972	29.2
December, 1973	30.1
December, 1974	28.8

Progress Through School

In June, 451 pupils were graduated from the High School and 738 were graduated from the Jr. High Schools.

Of these 738 school graduates, 438 entered the High School in September.

In March 22 pupils were graduated from the Evening High, 8 pupils received Lawrence Day School Diplomas.

Number of Pupils in Each Grade Below the High School in December for Five Years

	1970	1971	1972	1973	1974
Eight	748	764	753	692	808
Seventh	777	764	748	765	677
Sixth	749	761	805	692	807
Fifth	745	787	718	787	814
Fourth	785	732	867	829	822
Third	737	870	889	840	753
Second	860	926	886	811	936
First	1024	1086	1054	1003	967
Kindergarden	797	897	931	819	844
Ungraded	445	322	151	247	
Special					42
Total	<hr/> 7667	<hr/> 7863	<hr/> 7802	<hr/> 7485	<hr/> 7370

Membership in December 1974

Arlington	292	Plus 11
Breen	599	Plus 6
Bruce	796	Plus 2
Frost	464	Plus 9
Hennessey	585	Minus 38
Kane Jr. High	504	Minus 2
Lawlor	188	Minus 6
Leahy	533	Minus 81
Leonard	385	Plus 27
Oliver Jr. High	881	Minus 70
Park St.	215	Minus 31
Rollins	385	Plus 25
Salem St.	283	Minus 14
Saunders	247	Minus 27
Storrow	275	Plus 18
Tarbox	417	Plus 48
Wetherbee	292	Minus 7
Specal	42	
(Contained Classrooms)	9094	Minus 190

High School Statistics For The Calendar Year 1974

Average Membership	1628
Number of Entering Class	438
Number of Graduates	451
Number of Teachers	128

Certificates Issued During 1974

	Sixteen to Eighteen			Fourteen to Sixteen		
	M	F	Total	M	F	Total
January	17	21	38	3	3	6
February	32	25	57	0	1	1
March	46	28	74	4	2	6
April	46	24	70	7	1	8
May	79	39	118	2	3	5
June	72	53	125	7	7	14
July	65	38	103	3	3	6
August	26	43	69	7	6	13
September	66	50	116	0	1	1
October	46	41	87	11	2	13
November	24	23	47	7	3	10
December	33	51	84	2	3	5
Totals	552	436	988	53	35	88

all literate

all literate

— NOTES —

— NOTES —

— NOTES —

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